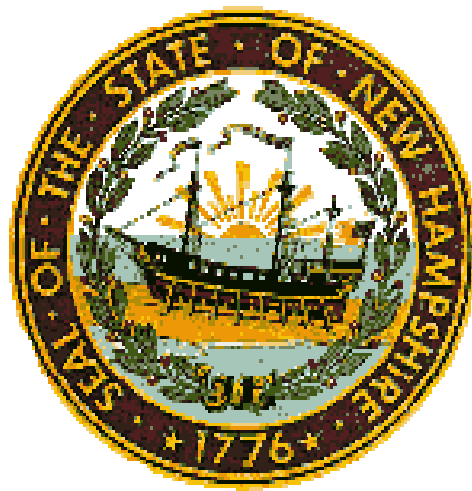


# THE STATUS OF HIGHER EDUCATION IN NEW HAMPSHIRE

NEW HAMPSHIRE POSTSECONDARY  
EDUCATION COMMISSION



February 2008

# **ACKNOWLEDGEMENTS**

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This report was prepared by the Postsecondary Education Commission under the statutory requirement – RSA 188-D:8, II – that the Commission initiate studies of higher education.

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## I. INTRODUCTION AND OVERVIEW

The New Hampshire Postsecondary Education Commission is pleased to present the 2008 *Status of Higher Education in New Hampshire* report. The Postsecondary Education Commission is a coordinating state agency working with colleges, universities and career schools in all sectors (profit and non profit; independent and public) to protect students and promote access through financial aid.

This document presents a statistical overview and summary review of the trends and significant findings on the condition of higher education in the Granite State. In addition, this project catalogues the wealth of information available to policy makers, planners and other higher education professionals and suggests areas for further research and data collection.

This year's report builds upon the data presented in 1997 and 1998, and we will refer to the information presented in those reports from time to time for comparative purposes.

As was done in the past, we examined the following New Hampshire trends:

- \* High school graduation rates
- \* Freshmen entering postsecondary degree programs
- \* Financing of higher education
- \* Financial aid
- \* Degrees granted and their relationship to future job demands

As the importance of a well-educated labor force increases, the accessibility and affordability of higher education opportunities for Granite State residents is increasingly a critical policy issue. Thus, in addition to the above, we will include information on the topics of:

- \* Age of postsecondary students
- \* Workforce shortage areas based on Department of Employment Security job openings
- \* State-by-state comparison of state appropriations for higher education.

### KEY FINDINGS

- \* The projected number of high school graduates in New Hampshire is projected to show an increase of 15% from 2000-01 to 2011-12 (page 3)
- \* In the ten year period since 1994-95, there has been an almost 5% increase in the number of high school graduates who go directly into some form of postsecondary education immediately following graduation (page 3)

- \* Even though 73% of students are full-time, most non-traditional students attend as part-time students (page 5)
- \* While most New Hampshire students attend school in New England, they are represented on campuses in all states except Alaska (page 7)
- \* Enrollments increased by over 5,000 students over the last decade (page 10)
- \* New Hampshire institutions expended \$23,732 per student in 2005-06 (page 12)
- \* New Hampshire 4-year public and private institutions expend most of their funds on instructional support and research, while for 2-year publics major areas are instructional support and institutional support (page 13)
- \* New Hampshire 2-year institutions received most of their revenue from state appropriations, grants and contracts (page 14)
- \* New Hampshire ranked last in state funding for higher education operating costs. It would take a 40% increase to overtake Massachusetts, the next lowest state (page 15)
- \* Tuition and fees, at both our 2- and 4-year public institutions, are among the highest in the nation (pages 18 & 19)
- \* Grants and scholarships from private sources increased from 2% to 9% over the last decade while the institutional share decreased from 77% to 73% and Pell Grants decreased from 20% to 13% (page 21)
- \* New Hampshire ranks second in overall student debt (\$24,800) and fifth in the nation for the proportion of students with debt (page 23)
- \* The health professions show the greatest disparity between projected annual openings and program completions (page 31)

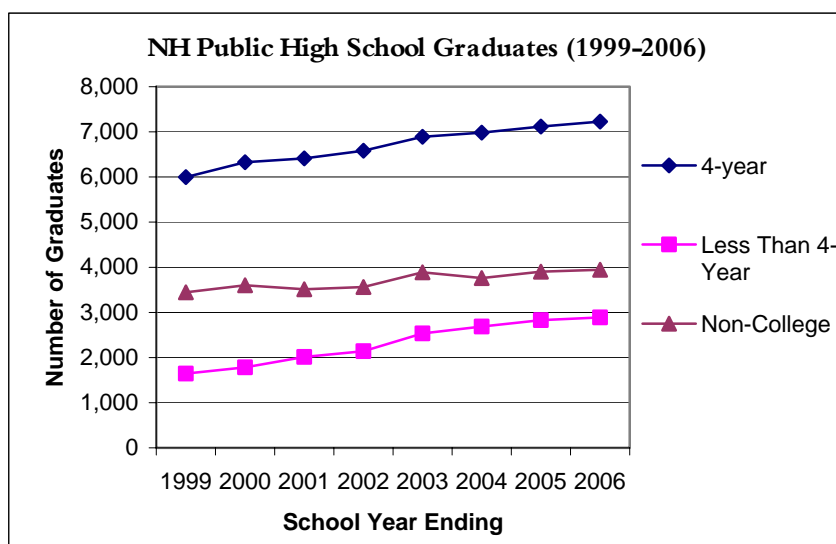
## II. WHO ARE THE CONSUMERS OF HIGHER EDUCATION IN NEW HAMPSHIRE?

### RECENT HIGH SCHOOL GRADUATES

Based on the most recent enrollment figures from the New Hampshire Department of Education, it is estimated that the number of high school graduates will continue to increase at least through 2012 and will show an increase of 15% over the period 2000-01 to 2011-12. This increase contradicts initial estimates by the Western Interstate Commission for Higher Education (WICHE) and is due in large part because New Hampshire is seeing an increase in the number of young families migrating into the state. There will most probably be a slight decline in graduates from 2012-2016, at which time the number of graduates will be similar to the numbers of 2004 and 2005.

A growing number of New Hampshire high school graduates are choosing to go directly onto higher education. The NH Department of Education reports that in 1994-95, 67% (52.5% to 4-year colleges or universities; 12.0% to 2- or 3- year programs; and, 2.5% to other programs) of high school graduates went directly onto higher education. Ten years later, 2004-05, 71.8% went to some form of postsecondary education following graduation (51.4% to 4-year colleges or universities; 17.4% to 2- or 3- year programs; and, 3.0% to programs of less than one-year).<sup>2</sup>

Figure 2



SOURCE: NH Department of Education

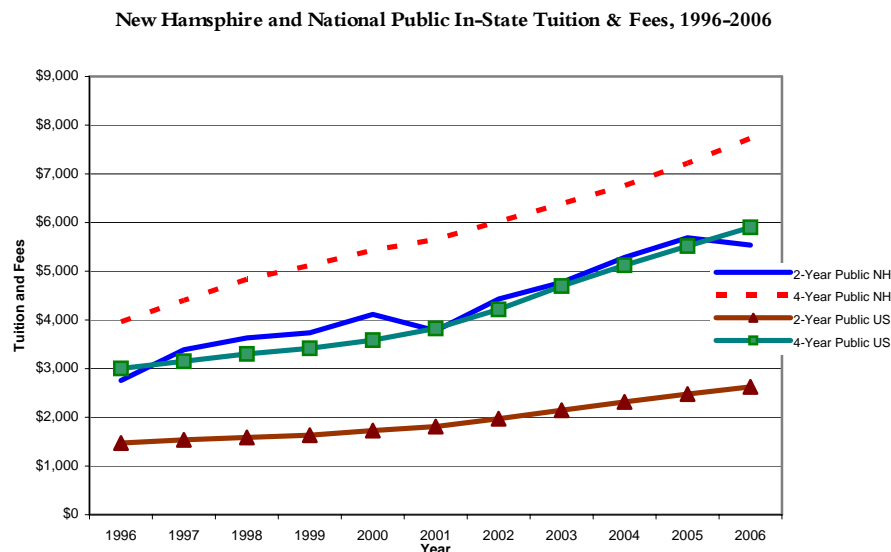
Figure 2 shows that from 1999 through 2006 the proportion of high school graduates that attend less than four-year schools was growing while the proportion attending either a four-year school or choosing not to continue their education was declining. In 1996 for every 100 students in the ninth grade, 69 went on to graduate from high school and 48

enrolled in some form of postsecondary education. By 2003, of every 100 ninth graders, 77 graduated from high school and 55 went on to some form of postsecondary education.

If an educated workforce is increasingly necessary for the continued vitality of New Hampshire's economy, we must address access to higher education. The fact that between a quarter and a third of our high school graduates do not attend any form of postsecondary education directly after high school could, and probably will, have significant consequences for the state's entire higher education community and for workforce development. What was stated ten years ago, "Access to public higher education will become an increasingly important issue for New Hampshire to deal with in the coming decade and will have significant consequences for the state's entire higher education community and for workforce development," remains true today. One aspect of access is affordability. In New Hampshire, and New England in general, tuition and fees are higher than at schools in other regions. This makes affordability an issue for our residents. As will be detailed later in this report, New Hampshire's tuition and fees, at both our 2- and 4-year public institutions, are among the highest in the nation.

In the last ten years, the in-state tuition and fees at New Hampshire's 2-year publics increased by 100.9% in contrast to 78.2% nationally. The average in-state tuition and fees at New Hampshire's 4-year publics more closely mirrors the increase nationally at comparable institutions (95%-NH to 96.4%-US). Figure 3 graphically illustrates the increase of the in-state tuition and fees at New Hampshire's and the nation's public institutions over the last decade. It is interesting to note that the trend line for the 4-year public national average is almost identical to that for New Hampshire's 2-year public institutions.

Figure 3



**SOURCE:** USDE, National Center for Education Statistics and Washington Higher Education Coordinating Board

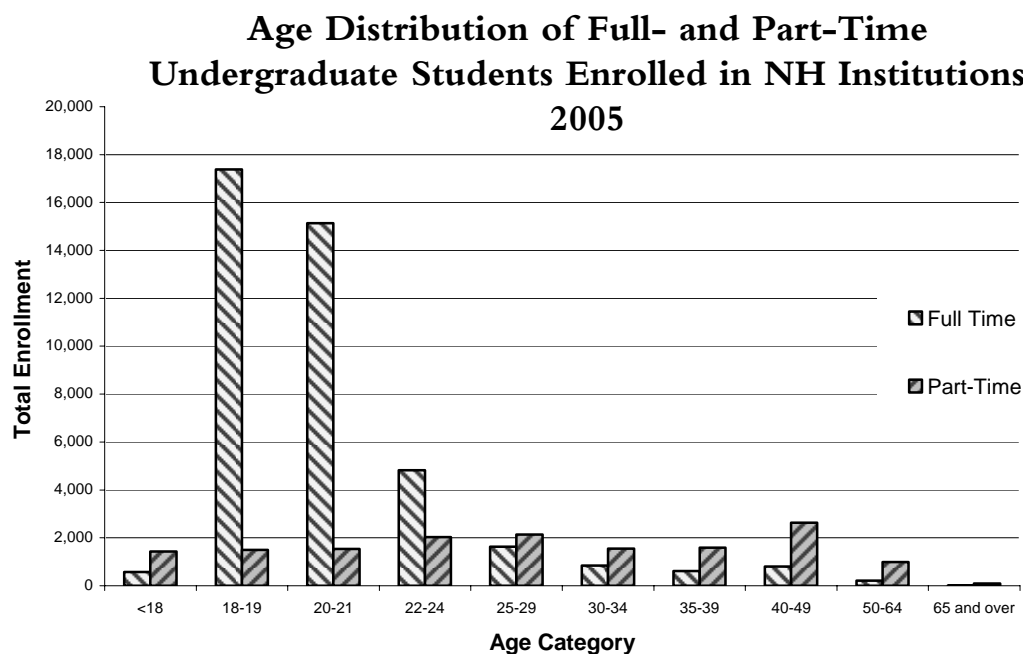
In the fall of 2006, 12,875 freshmen, who identified themselves as New Hampshire residents, enrolled in some form of postsecondary education. Of those, 10,586 (82%) had

graduated from high school in the prior 12 months, and 2,289 (18%) were “non-traditional” students. Contrast this to 10 years ago when only 9,252 NH freshmen entered college and of those 6,843 or 74% were recent graduates.

## NON-TRADITIONAL STUDENTS

At New Hampshire institutions, approximately 28% of freshmen delay entry for more than one year after graduation from high school. These freshmen include, for example, older adults who have decided to continue their education and individuals who went into the military directly out of high school.

Figure 4



**SOURCE:** USDE, National Center for Education Statistics

Figure 4 shows the age distribution of students enrolled at New Hampshire institutions. A total of 57,537 postsecondary undergraduate students enrolled in New Hampshire institutions in the fall of 2005. Of these, 42,044 (73%) were full-time students. This is consistent with 1997 when 70% were full-time students.

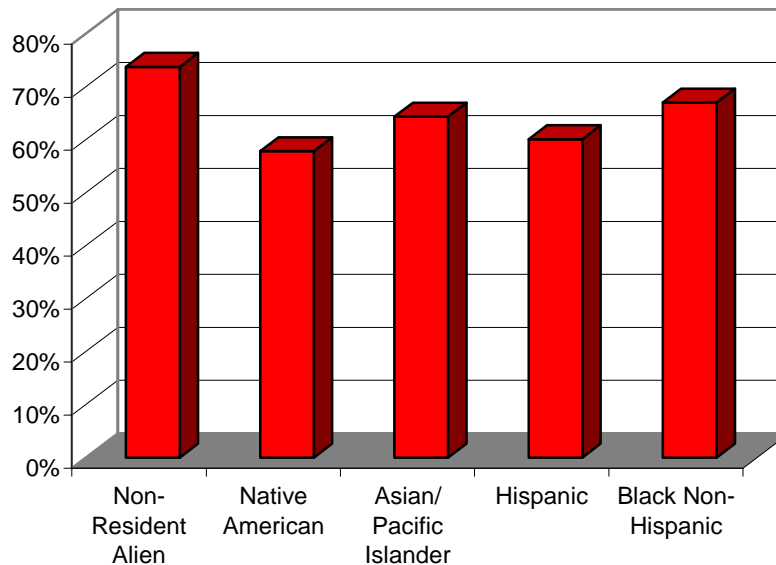
In 2005, non-traditional students only accounted for 16% of all full- and part-time undergraduate students, in contrast to 1997 when over a third were over 30 years of age. Enrollment for all age categories of non-traditional students declined over this period. Part-time participation peaks with the 40-49 cohort today versus 26-29 a decade ago, while there is a steady decline in full-time participation after the age of 25, the same as 1997.

## MINORITY ENROLLMENT

The enrollment of minorities has always been an issue on New Hampshire's campuses. While in other regions there are significant percentages of minorities, in Northern New England minorities has been an issue because of their small numbers. While the percentage of minorities enrolled in New Hampshire institutions has increased from 6.72% to 8.97% over the past decade, it is still not at the level that most institutions would like to see for a diverse student population. Figure 5 shows the growth rate for each minority. The fastest growing group is Non-Resident Alien (73.76%) followed by Black Non-Hispanic (67.03%). However, Hispanics and Asian/Pacific Islanders have experienced the greatest change in number of students enrolled during this period, with each group showing an increase of greater than 550 students.

Figure 5

### Increase in Minority Enrollment, 1997-2006



**SOURCE:** USDE, National Center for Education Statistics

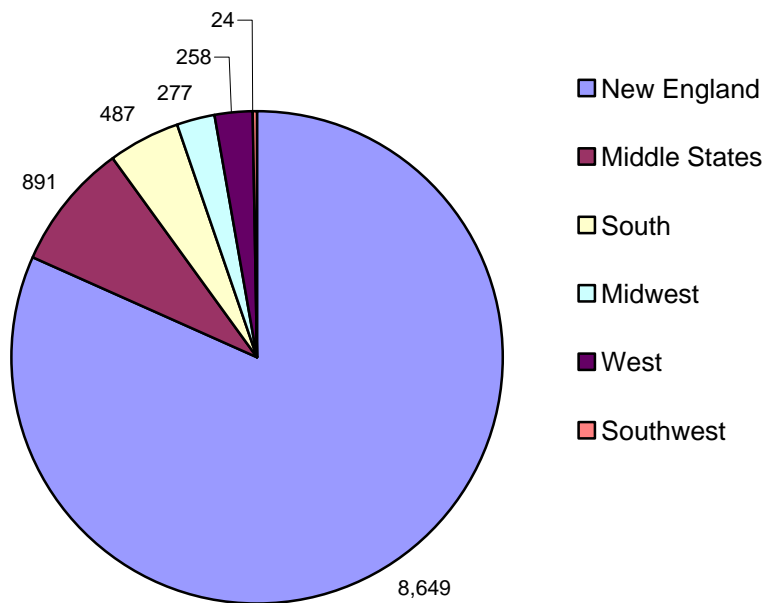
### III. WHERE DO GRANITE STATE RESIDENTS GO TO COLLEGE?

Examining the data to determine where New Hampshire residents attend post-secondary institutions throughout the nation indicates that approximately half of residents choose to remain in the Granite State.

In 2006, first-time freshmen were sub-divided into two groups: those who graduated from high school within the last year and others. For this report “others” is equated with “non-traditional” students.

Figure 6

#### Where New Hampshire Students Went to College, by Region, 2006



**SOURCE:** USDE, National Center for Education Statistics

Figure 6 shows where New Hampshire students go for their higher education. In 2006, New Hampshire freshmen attended institutions in 49 of the 50 states, Alaska being the exception. Fifty-three percent of New Hampshire’s recent high school graduates enrolled in New Hampshire institutions as freshman while an additional 29% enrolled in schools in the other New England states. A decade ago, even though the percent attending a New England institution remained constant, 57% remained in New Hampshire, 4% more than today.

71% of recent New Hampshire graduates who go on to higher education attend 4-year institutions of all types; the remaining 29% attend programs ranging from one year or less to 2-or 3-year institutions of all types.<sup>3</sup>

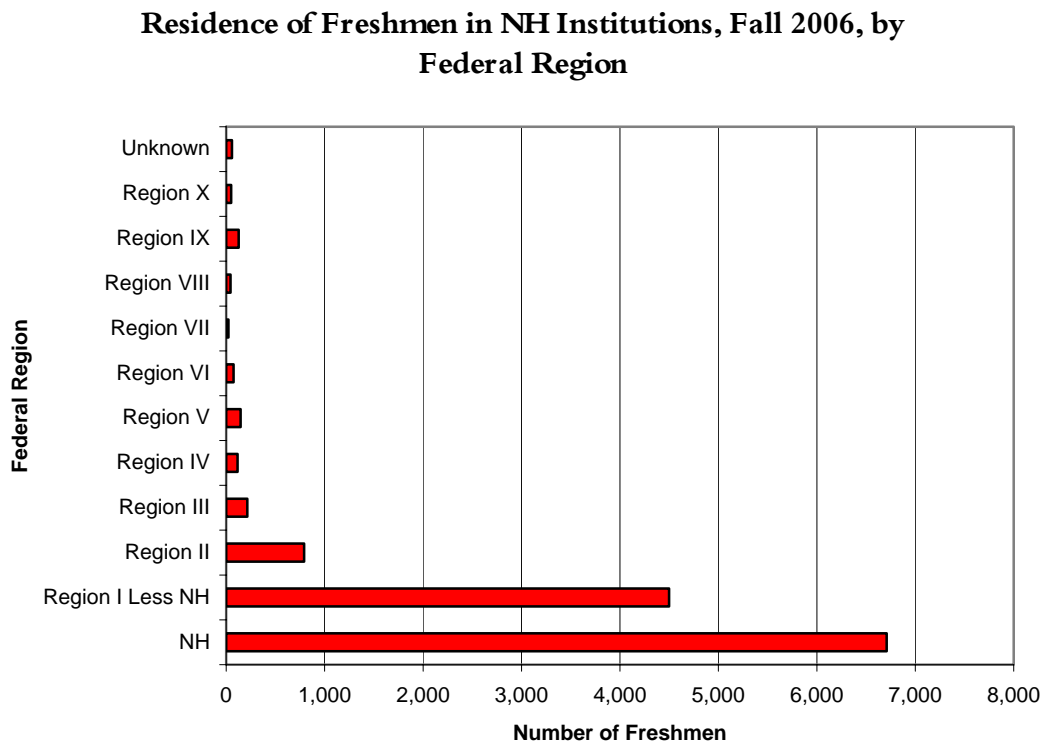
Recent high school graduates going on to 4-year institutions are most likely to attend out-of-state private 4-year schools or New Hampshire public 4-year schools.

## IV. WHO GOES TO NEW HAMPSHIRE INSTITUTIONS?

Figure 7 shows the federal regions from which New Hampshire institutions draw their students. There are ten federal regions, roughly corresponding to geographical regions. Region I is comprised of the six New England states, while Regions II & III encompass New York, New Jersey, Puerto Rico and the Virgin Islands and Delaware, the District of Columbia, Maryland, Pennsylvania, Virginia and West Virginia respectively. Region IV is the South and Region V, the Midwest and Region IX is mainly Arizona, California and Nevada.

In the fall of 2006, 55% of the freshmen attending school in New Hampshire were New Hampshire residents. Many of the remaining freshmen are drawn from New England and the Northeast (Regions I and II); however, New Hampshire institutions attract students from all states and Guam.

Figure 7



**SOURCE:** USDE, National Center for Education Statistics

Data from the University System of New Hampshire show that for the 3 residential campuses in academic year 2006-07, 36% of its applicants and admitted students were residents of New Hampshire. This is consistent with a decade ago (35% were New

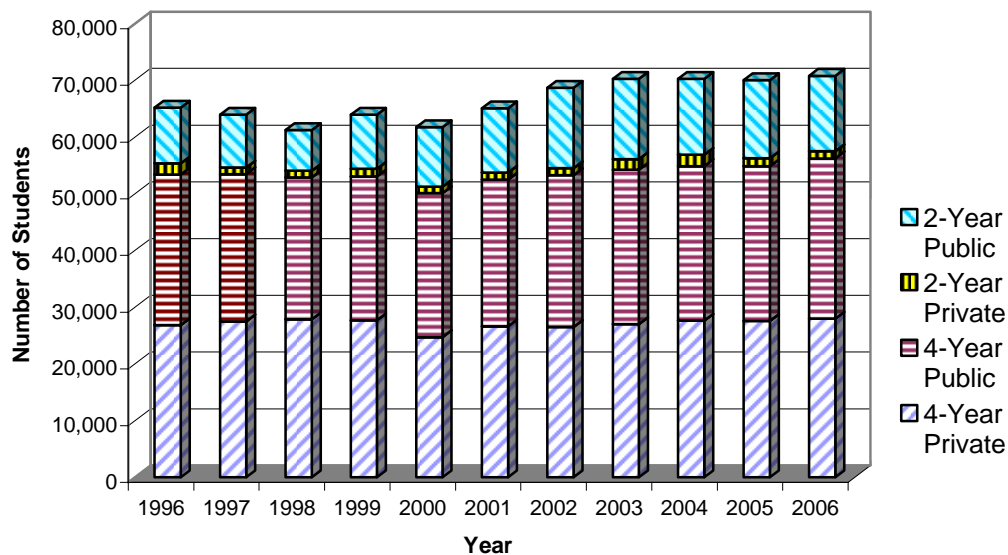
Hampshire residents). Actual in-state freshmen enrollments, however, were 45% of those admitted versus 28% for out-of-state freshmen admissions. These data suggest that for out-of-state applicants, New Hampshire's 4-year public institutions are either less likely to be their first choice academically and/or rank low in affordability. However, New Hampshire applicants are more likely to see these institutions as their first choice both financially and academically.

## ENROLLMENTS

Over the last decade, overall enrollments have increased from 65,172 to 70,779, an increase of 9%, even though this period also saw the closure of both a 2-year and 4-year college.

Figure 8

### NH Enrollment by Year and Institution Type, 1996-2006



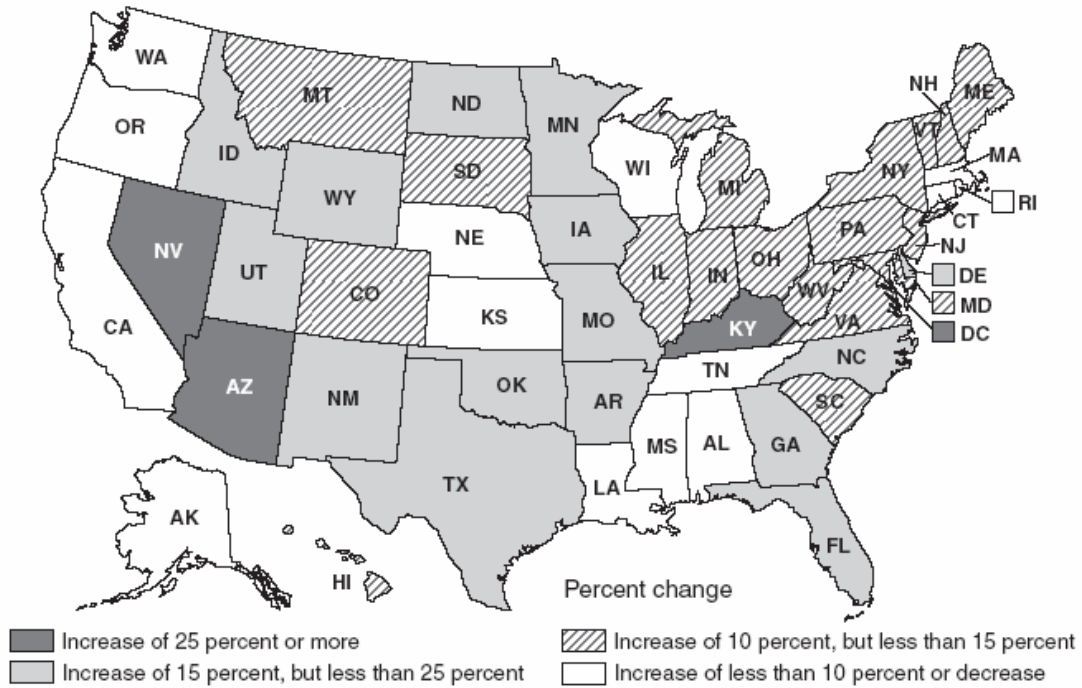
**SOURCE:** USDE, National Center for Education Statistics

The only years to show a decrease in enrollment over the prior year were 1997, 1998 and 2000. The slight dip in 1997 and 1998 is in both the 2- and 4-year public institutions and in 2000 in the 4-year private institutions.

More recently, enrollments at 2-year private institutions have shown a steady decline both in 2005 and 2006 to pre-2003 levels, after peaking in 2003 and 2004. Similarly, enrollments at the 2-year public institutions peaked in 2002 and have shown small declines in the years since then.

Figure 9

**Percentage change in total enrollment in degree-granting institutions, by state: Fall 2000 through fall 2005**



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2000 and 2005 Integrated Postsecondary Education Data System, Spring 2001 and Spring 2006.

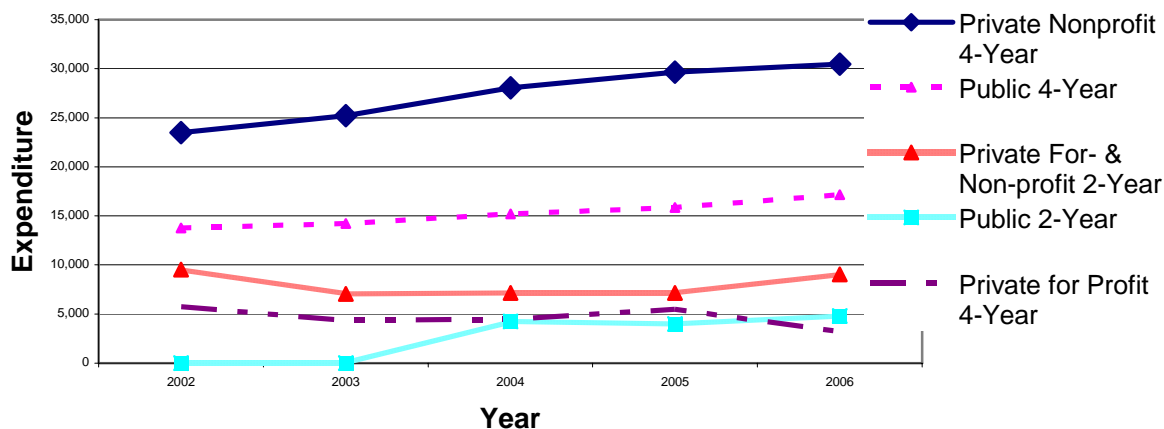
## V. HOW IS HIGHER EDUCATION FINANCED?

### INSTITUTIONAL EXPENDITURES

In 2005-06 New Hampshire postsecondary education expended in excess of \$1,660,330,082, amount to \$23,732 per student—a 36% increase over the 1996 per student expenditure. Figure 10 shows the relative per student expenditures for the five major types of institutions in New Hampshire for the years 2002 through 2006. The 2-year institutions have a much lower per student spending as a result of the pre-dominance of part-time students in their programs. Four-year institutions have a higher percentage of full-time students which partially accounts for the higher per-student cost. The only sector which saw a decrease, even if slight, was the 4-year private for profit sector.

Figure 10

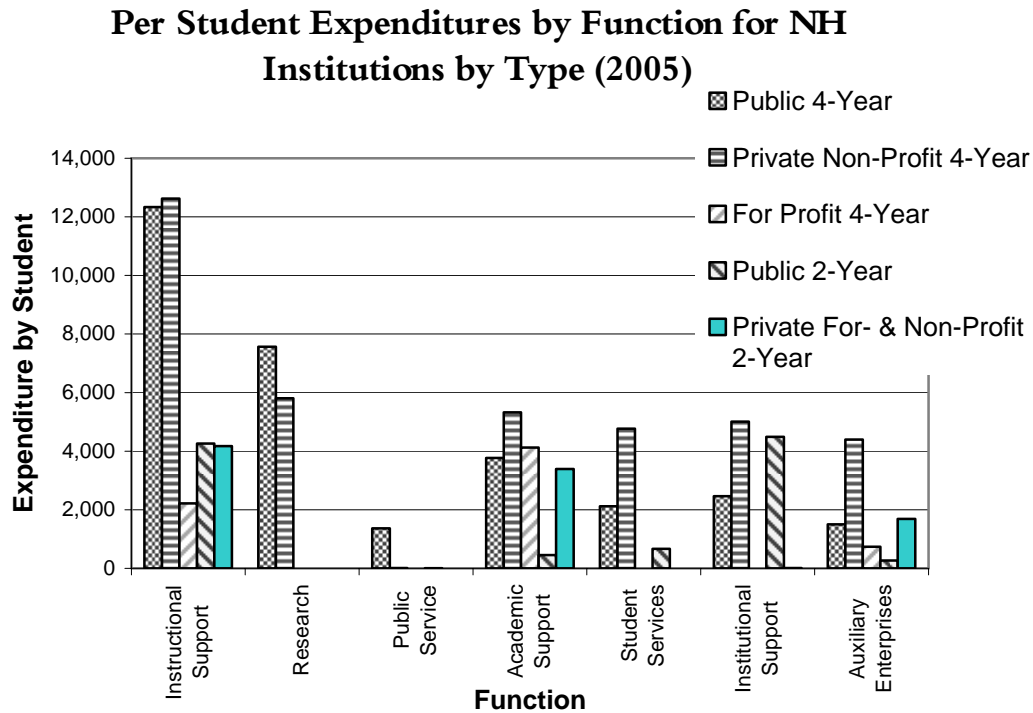
#### Expenditure Per Student by Institution Type (2002-2006)



**SOURCE:** USDE, National Center for Education Statistics

Figure 11 compares expenditure patterns of the different types of New Hampshire institutions by function. The three primary functions of educational institutions are instruction, research and public service. Public service refers to those activities established primarily to provide non-instructional services beneficial to groups external to the institution (e.g., cooperative extension services). The major difference between the 2-year and 4-year institutions is in research: public and private 4-year institutions spend 24% and 15% respectively on research; 2-year (and 4-year for profit) institutions report no research expenditures. Most of these expenditures are concentrated at Dartmouth College and the University of New Hampshire.

Figure 11



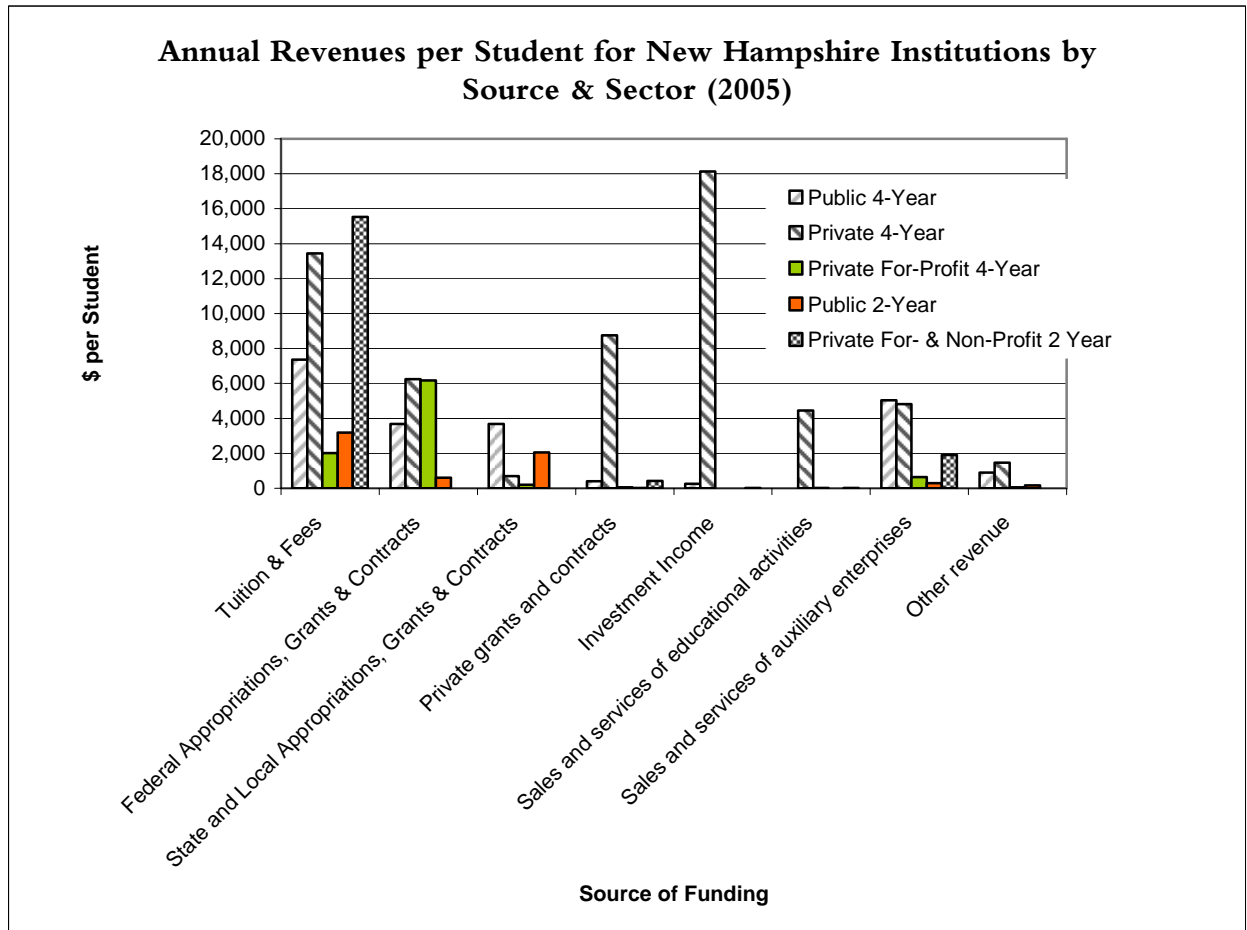
**SOURCE:** USDE, National Center for Education Statistics

## INSTITUTIONAL REVENUES

The following comparison looks at revenues for New Hampshire higher education institutions by sector (since revenue and expenditure totals are equal, therefore Figure 8 is also accurate for the revenues of institutions by type for 1996 through 2005). The smallest per student revenue growth between 1996 and 2005 was found in the for-profit sectors.

Figure 12 shows the relative per student revenue for New Hampshire institutions by sector (type) and source. Overall, tuition accounts for 28% of all institutional revenues. The public 4-year schools received \$200.5 million in tuition and fees which represented 35% of their revenue. The 4-year non-profit schools received \$324.1 million in tuition and fees which represented 23% of their revenues. The state appropriation to the public institutions provides the critical subsidy that allows the public institutions to offer a lower tuition to its students. Private 4-year institutions offset their higher expenditures per student with higher tuition and fees, private gifts, grants and contracts and, most importantly, endowment (investment) income, which accounts for over 31% of their revenue. The higher tuition may be used to increase scholarship and fellowship assistance.

Figure 12

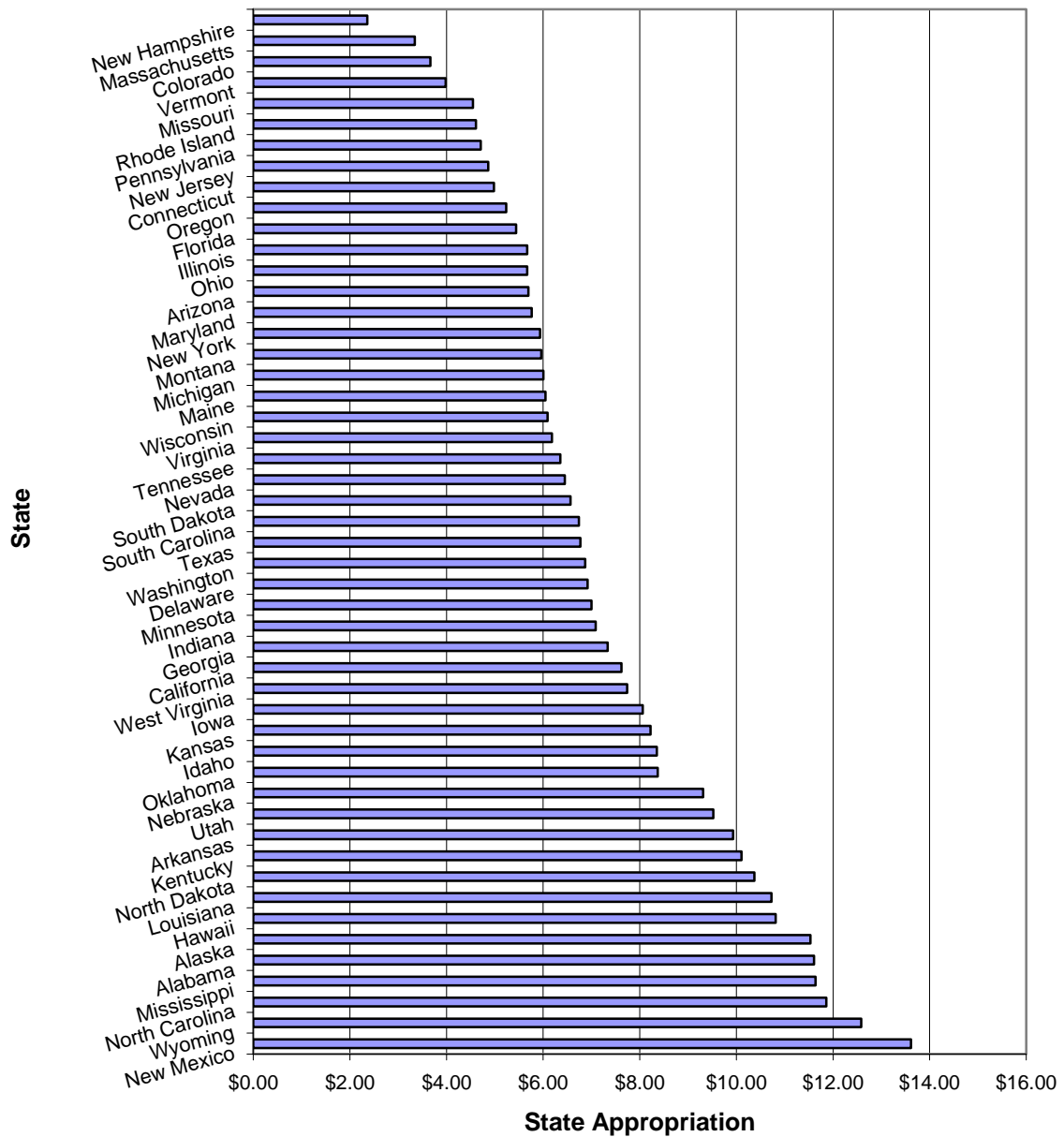


**SOURCE:** USDE, National Center for Education Statistics

Figure 13 compares all 50 states on the basis of state spending per \$1,000 of personal income for fiscal year 2007. The results show that New Hampshire ranked last in state funding for higher education operating costs at \$2.36 per \$1,000 of personal income (a decrease from \$2.87 in fiscal year 1998). It would take over a 40% increase in state funding to overtake Massachusetts, the next lowest state. To reach the national average of \$6.59 would require the state to increase its support by 179%. As we will see later this low direct contribution to higher education, combined with little state scholarship assistance, contributes significantly to the high cost of public education in New Hampshire.

Figure 13

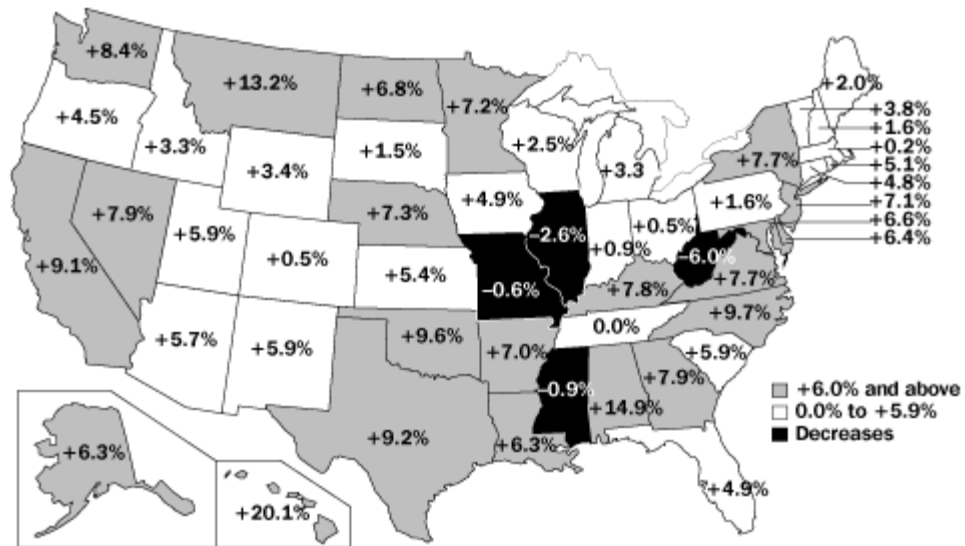
**Appropriations for State Tax Funds for Operating Expenses of Higher Education per \$1,000 Personal Income (FY 2007)**



**SOURCE:** Center for Study of Education Policy, Illinois State University

Figure 14

## Percentage Change in State Appropriations for Higher Education, 2004-5 to 2005-6

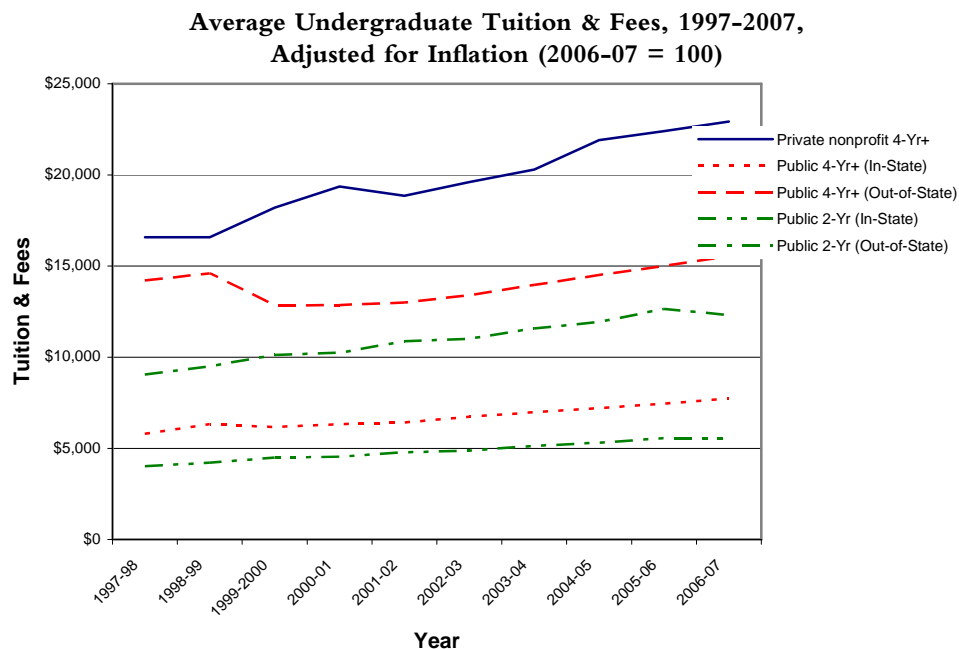


**SOURCE:** Center for the Study of Education Policy, Illinois State University

## COSTS TO STUDENTS

Figure 15 plots the average tuition and fees for New Hampshire higher education institutions by type. The 4-year private non-profit and the 2- and 4-year+ public institutions had increases of less than 40% and, in the case of out-of-state tuition at the 4-year public institutions, less than 10%. In contrast, in the 1998 *Status* report which covered the period 1970 through 1998, the rapid rise in tuition was seen in the 4-year private non-profit sector and in the out-of-state tuition in the 4-year public sector.

Figure 15

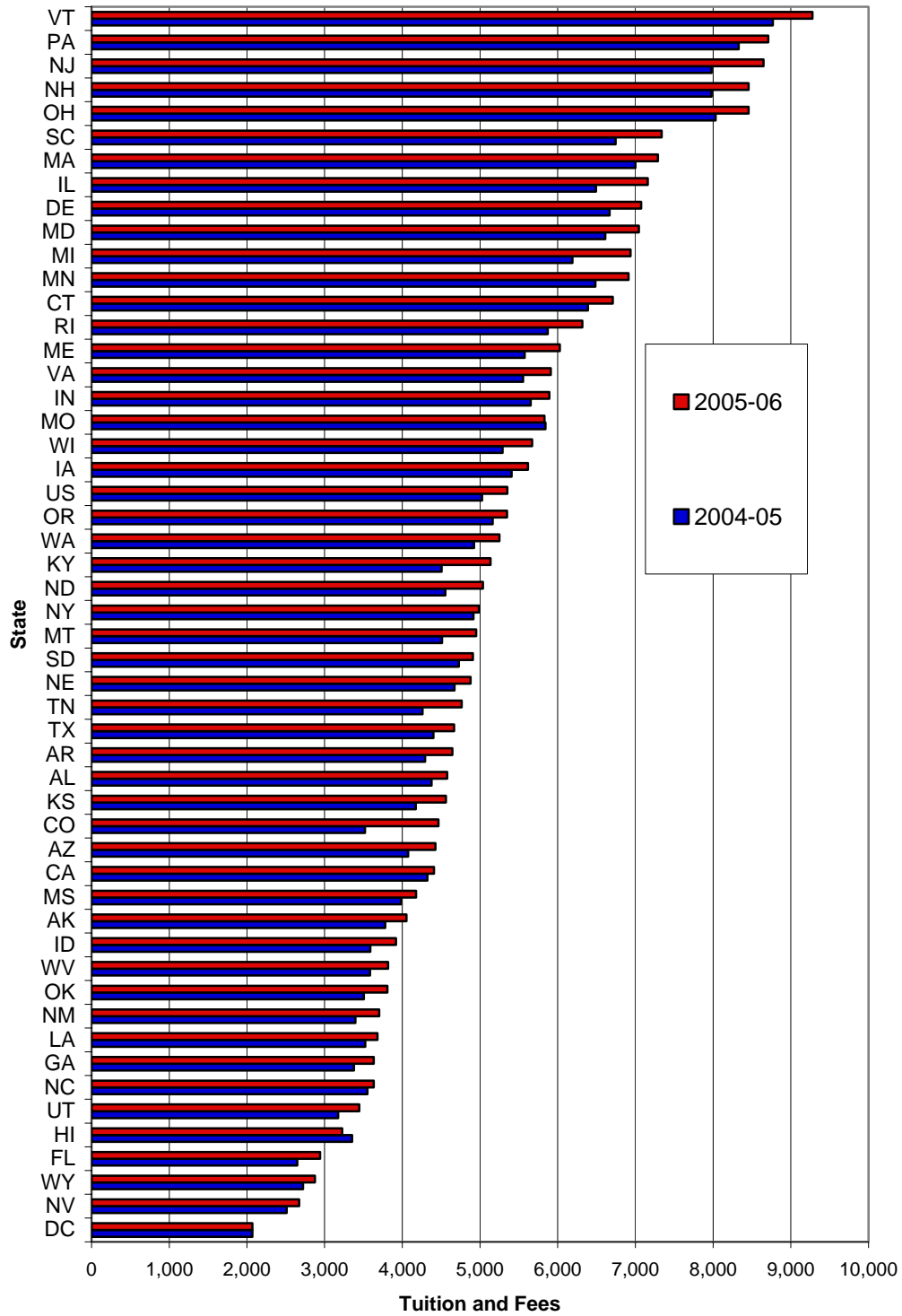


**SOURCE:** USDE, National Center for Education Statistics

Figure 16 compares all 50 states on the basis of the tuition and fees charged at 4-year public institutions in 2004-05 and 2005-06. New Hampshire has the fourth highest tuition and fees, with only Vermont, Pennsylvania and New Jersey having a higher cost in 2005-06 and only Vermont, Pennsylvania and Ohio being higher in 2004-05. The average for the country is \$5,351 in 2005-06 and \$5,027 in 2004-05.

Figure 16

**Average  
Tuition & Fees 4-Year Public Institutions (2004-05 & 2005-06)**



Figures 17 and 18 show the same information for 2-year publics, and 4-year privates.

Figure 17

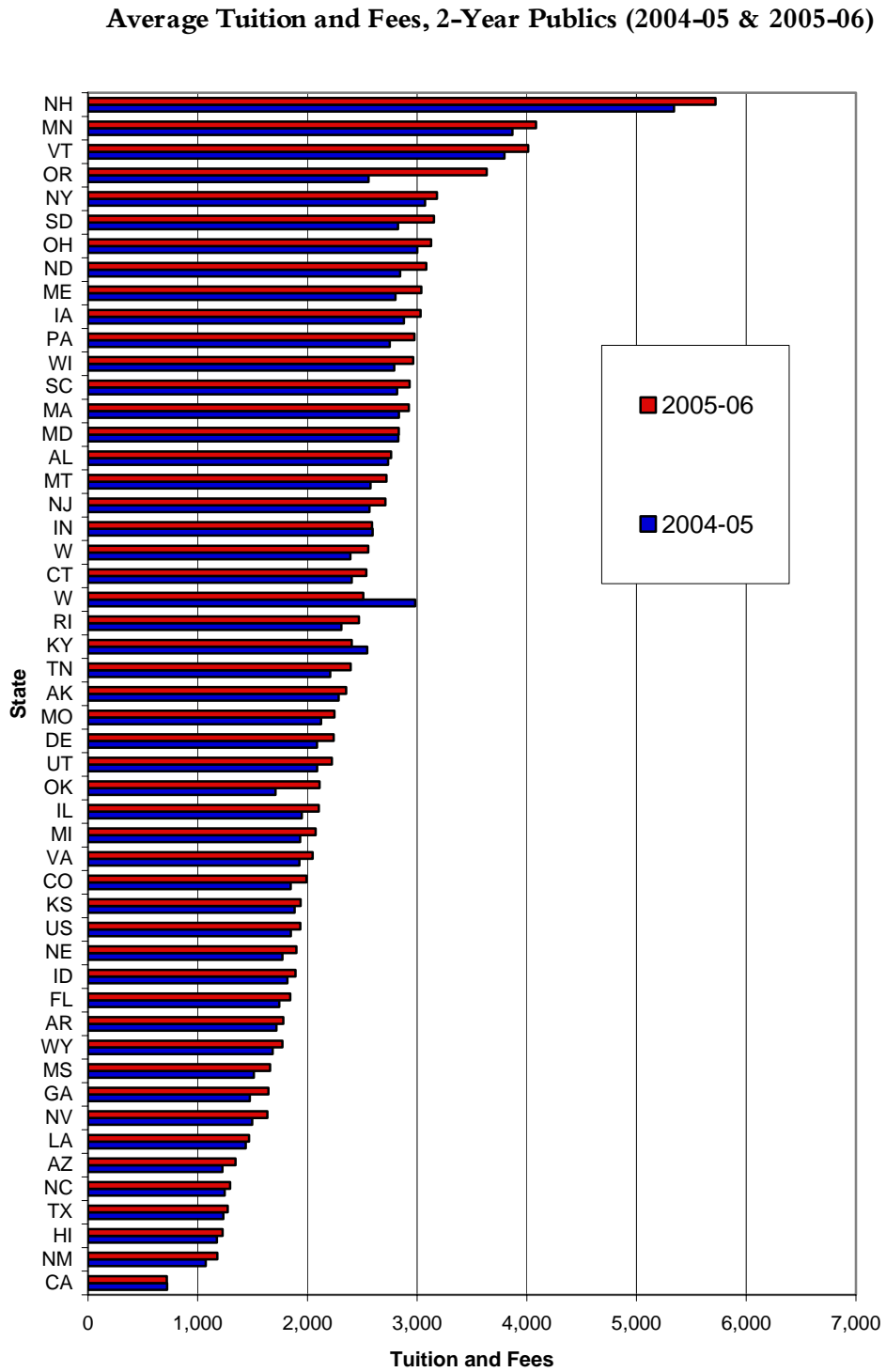
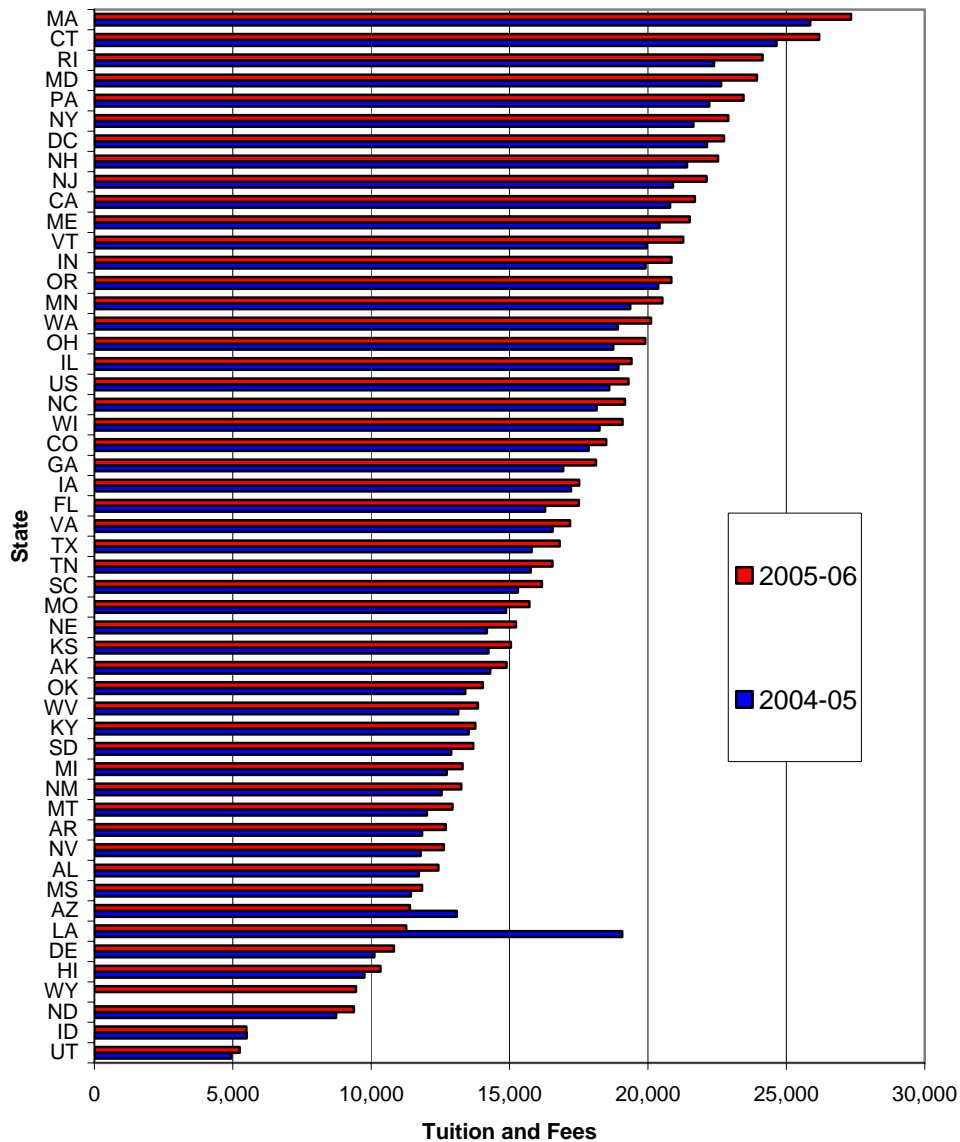


Figure 18

**Average Tuition and Fees, 4-Year Private (2004-05 & 2005-06)**



**Source Figures 16, 17, 18:** USDE, NCES, Digest of Education Statistics, 2006

While the average tuition and fees at New Hampshire's 4-year public institution was the third highest in the nation in 2005-06, our 4-year privates were the seventh highest and our 2-year publics were the most expensive. The average 2005-06 tuition and fees in New Hampshire at 2-year publics was \$5,720, almost three times the national average of \$1,935.

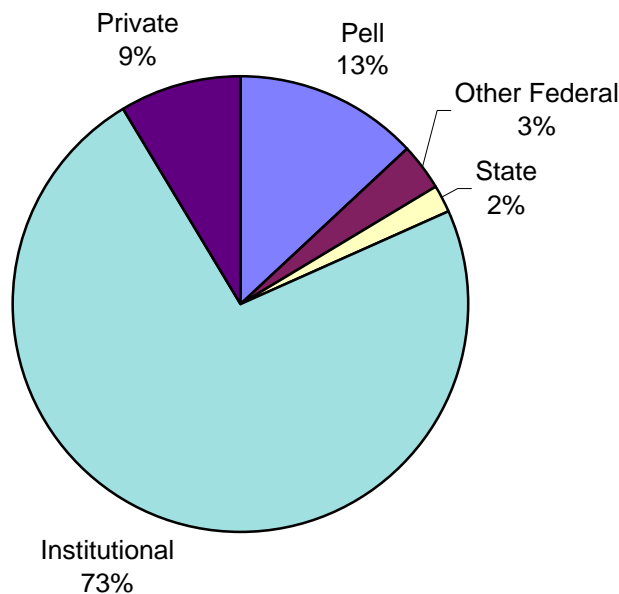
## VI. STUDENT FELLOWSHIPS, SCHOLARSHIPS, LOANS AND OTHER SUBSIDIES

### GRANT AID

Grant aid comes from a variety of sources. In 2006 students attending New Hampshire institutions received 215.6 million dollars in grant aid, from all sources, up from 194 million in 1996. This represents grant aid to all students attending New Hampshire institutions, not just the 49% who are New Hampshire residents.

Figure 19

### Distribution of Scholarship and Grant Aid (2005-06) New Hampshire



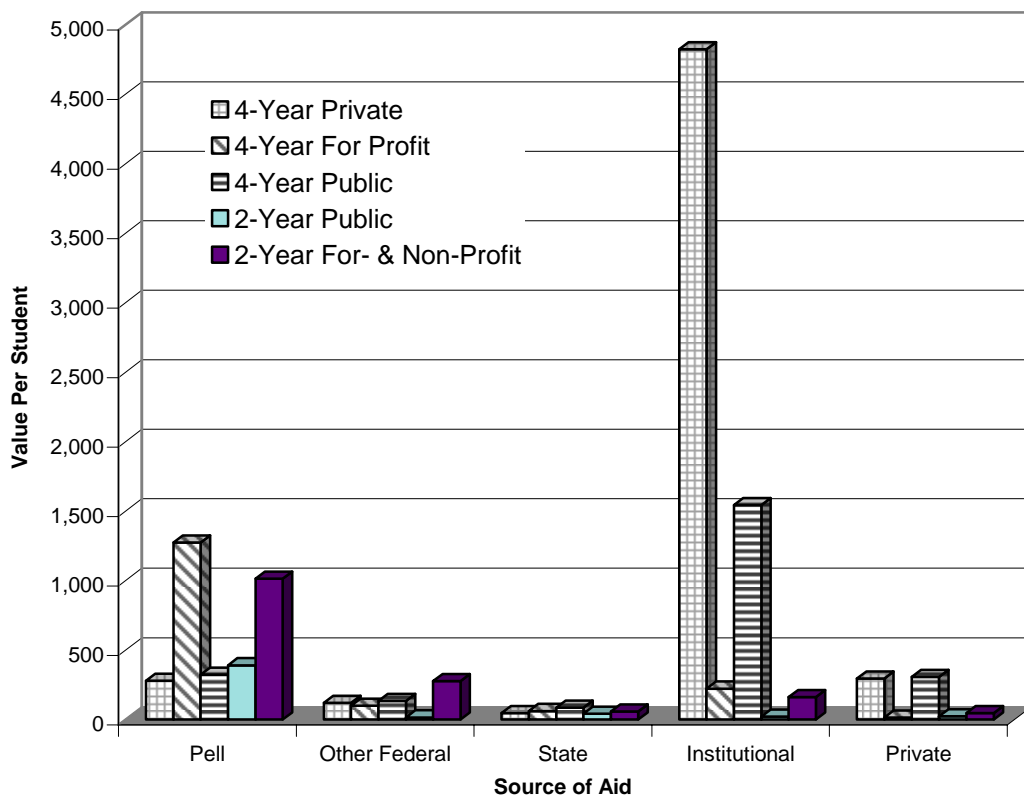
**SOURCE:** USDE, National Center for Education Statistics

In 1996 only 2% of the aid came from private sources, 20% was from Pell and other federal sources and only 1% came in the form of state grants. While institutions remain the primary source of grant/scholarship aid, it has decreased from 77% in 1996 to 73% of the total grant aid awarded in 2005-06.

Figure 20 examines aid per student by institutional type. The per student value of Pell grant assistance is greatest at the 4-year for-profit institution and the 2-year institutions, while institutional assistance is greatest at the public and private non-profit 4-year institutions. The private 4-year institutions provide approximately three times more institutional aid per student than do the public 4-year institutions. In 1996 the ratio was only two and a half times more aid.

Figure 20

### Per Student Value of Grant Assistance at NH Institutions in 2005-06



**SOURCE:** USDE, National Center for Education Statistics

Two new programs were created by the Deficit Reduction Act of 2005, the Academic Competitiveness Grant (ACG) and the National Science and Mathematics Access to Retain Talent (SMART) Grant. Only those students who are Pell recipients can be eligible for an ACG or SMART Grant. The ACG recipient must have completed a rigorous high school curriculum (as defined by the US Department of Education with input from each state's education department) and be a freshman or sophomore. The grants are up to \$750 for freshmen and up to \$1,300 for sophomores, in addition to the Pell grant. SMART grants recipients must be juniors or seniors majoring in science,

mathematics, engineering and critical foreign languages. The SMART grant is up to \$4,000 for each year, also in addition to the Pell.

In 2006-07, 1,195 students received ACG awards for \$1,009,072 and 195 received in SMART grants in the amount of \$676,663. Over 60% of the ACG recipients attended the University of New Hampshire, Dartmouth College or Plymouth State University, while over 78% of SMART recipients attended the University of New Hampshire, Keene State College or Dartmouth College. The leading majors for SMART grant recipients were biological and biomedical sciences, engineering, physical sciences, Chinese and Russian. While these numbers seem impressive, only 10.6% of the 13,053 Pell recipients, or 2.3% of all undergraduates in New Hampshire also received either an ACG or SMART grant.

## LOANS

Loans make up the second type of student financial support. There has been a rapid increase in loan volume in student and parent loans, both nationally and in New Hampshire.

The 1992 Reauthorization of Higher Education Act (HEA) of 1965 made it easier for students to qualify for loans through the Stafford Loan and Ford Direct Loan programs by creating the unsubsidized Stafford/Ford Loan program. Consequently, the number of students who borrow increased since the unsubsidized program is not need based. In addition as a result of the 1998 Reauthorization, students whose parents are unable to meet the eligibility requirements for a PLUS loan can receive an unsubsidized loan in addition to a subsidized loan.

In August 2006, the Project on Student Debt published *Student Debt and the Class of 2005*. The data contained in that report was updated in September 2007 in *Student Debt and the Class of 2006*. In the *Class of 2005* report New Hampshire ranked first overall in student debt load (\$22,793) and third for public 4-year institutions (\$21,469) and private 4-year institutions (\$24,672). For the class of 2006, New Hampshire ranks second (after the District of Columbia) with an average debt load of \$24,800, a 5% increase over 2005, and fifth for the proportion of students with debt (71%).

In 2005-06, students received over \$284.7 million in federal loans (subsidized, unsubsidized, PLUS and Perkins) and over \$110.6 million in loans from other sources, e.g., institutions or alternative bank loans. This is in contrast to \$219 million that was received in grant aid.

## WORK-STUDY

The final, and smallest, component of financial assistance is work-study where student with financial need can work on campus or in the community at federally subsidized jobs. Institutions themselves also provide hourly, institutionally supported, work-study opportunities.

In 2005-06, over \$8.34 million was earned by students at New Hampshire institutions through the federal work-study program in contrast to the \$5.05 million in 1996. Taking inflation into account, this represents an increase of 28%.

## OTHER INITIATIVES

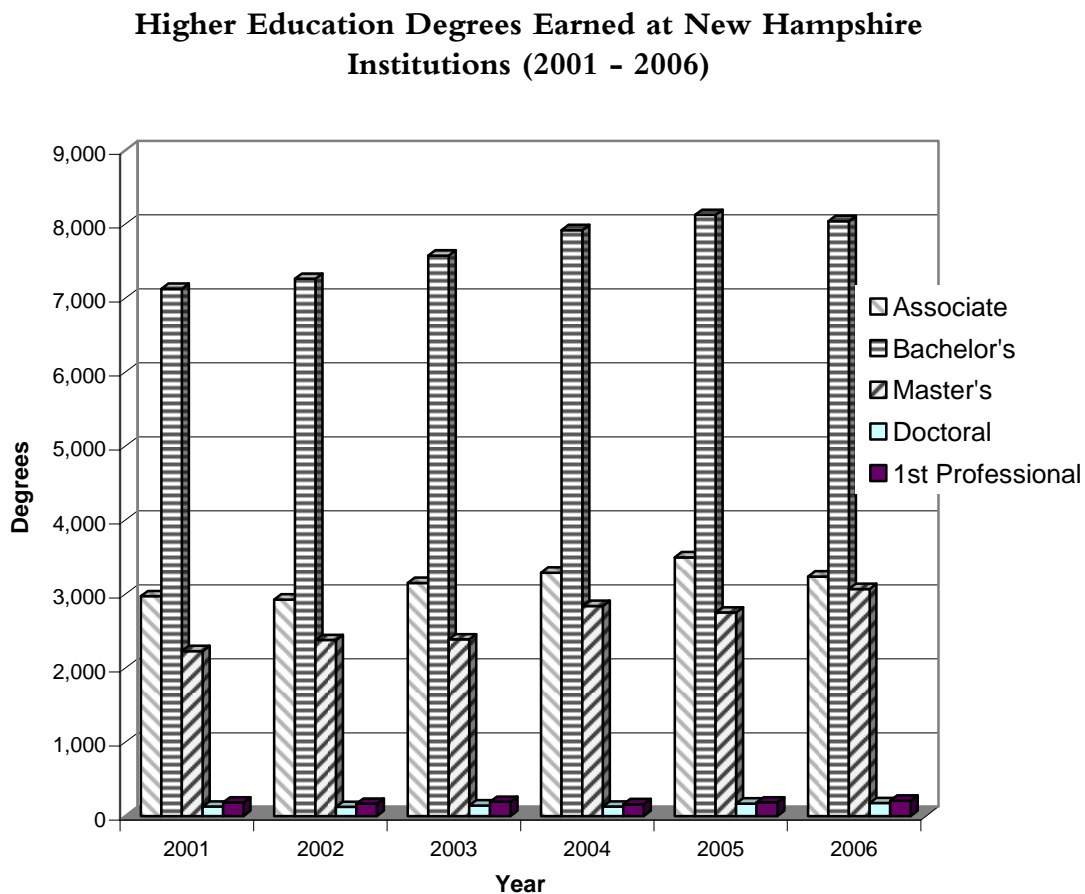
In June 1998, the State of New Hampshire launched the UNIQUE College Tuition Savings Plan, which offers individuals of all income levels a tax-deferred method to invest in college education. Fidelity Investments, which manages the plan for New Hampshire, returns 0.15% to the state for administrative costs. After dues, travel, audit fees and other direct administrative costs are covered, the remainder is used to fund the New Hampshire College Tuition Savings Plan Endowment. This endowment funds UNIQUE Annual Scholarships and UNIQUE Endowments at eligible New Hampshire institutions. From an initial seven \$1,000 scholarships seven years ago, over \$475,000 were awarded in 2006-07. These scholarships go to the neediest New Hampshire students attending New Hampshire institutions, i.e., students who have an EFC of "0".

Governor Lynch proposed, in his budget for FY '05-07, the concept behind the Affordable College Effort (ACE). This effort was supported by the Legislature in June 2005. The ACE program is a way to assist New Hampshire residents in accessing 4-year public higher education in the state. Currently, freshmen and sophomores who attend a University System of New Hampshire institution as a full-time student and have an EFC of 1000 or less may be eligible to receive aid under this program. It is hoped that in future years this eligibility will be expanded to include juniors and seniors.

## VII. WHO GRADUATES FROM NEW HAMPSHIRE'S HIGHER EDUCATION INSTITUTIONS?

Figure 21 shows the number of degrees granted at the associate, bachelor's, master's and doctoral, and first professional degree levels from 2001 through 2006. Taken together, there were 14,729 degrees granted from the associate to the doctoral level at New Hampshire institutions in 2006. During this period, the number of associate and bachelor's degrees increased from 2001–2005 and then decreased slightly in 2006, even though enrollments showed a slight increase. The number of master's degrees, however, has continued to slowly, but steadily, increase. This increase in degrees at the master's level and decrease at the associate and bachelor's level will be monitored to see if a trend develops.

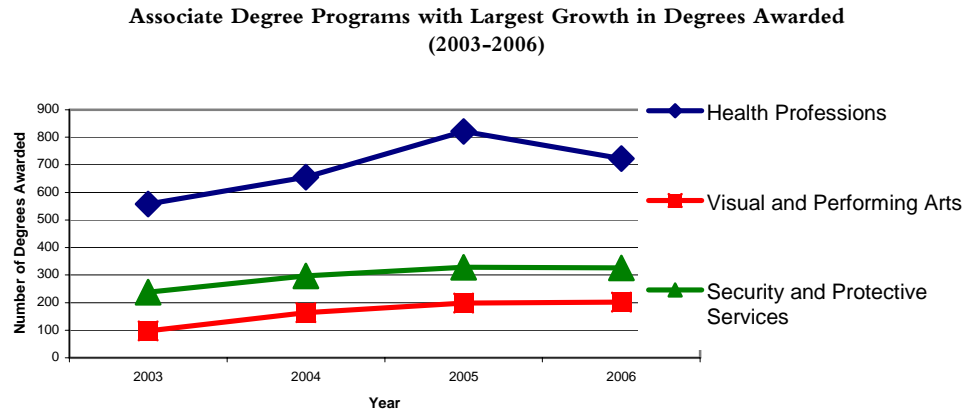
Figure 21



**SOURCE:** USDE, National Center for Education Statistics

Figure 22 shows the top three growth areas in associate degrees from 2003 through 2006. Numbers are not included for 2001 and 2002 since the classification of programs changed in 2003 and the numbers are not consistent.

Figure 22

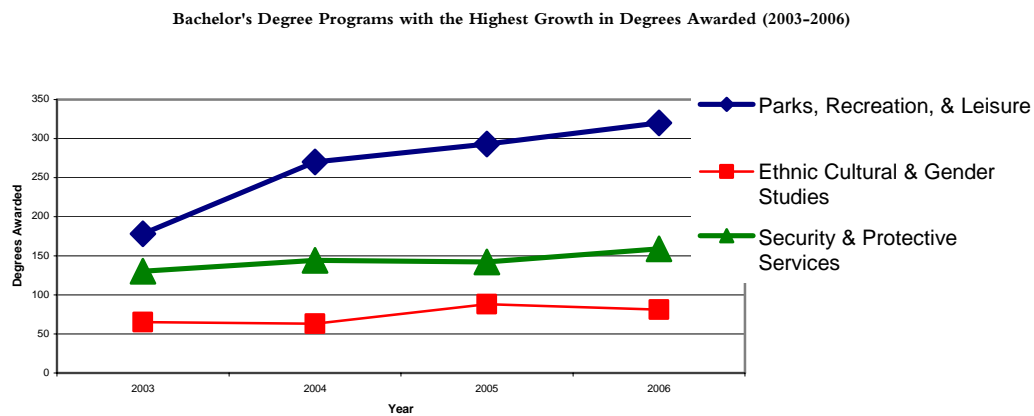


**SOURCE:** USDE, National Center for Education Statistics

Security and protective services, formerly public safety, has shown consistent growth since 1990 when there were fewer than 100 graduates. The growth in the health professions reflects the increase in the size of the nursing programs at the Community College System of New Hampshire schools. Visual and performing arts majors, which had only 43 graduates in 1993 has shown great growth, replacing law and legal studies as the third largest growing major.

Figure 23 displays similar information for bachelor's degree recipients.

Figure 23



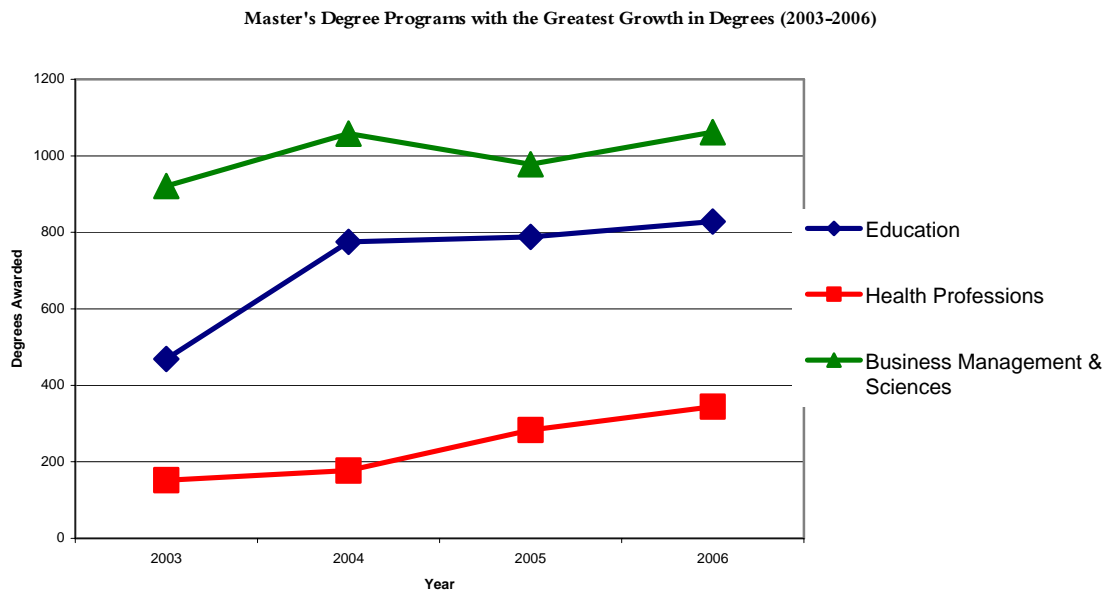
**SOURCE:** USDE, National Center for Education Statistics

At the Bachelor's degree level, parks, recreation and leisure has experienced the greatest growth, experiencing a 44% increase in degrees over the four-year period. Ten years ago (1993) there were only 70 graduates with that major. Security and protective services had the second greatest growth (18%), mirroring the increase at the associate degree level.

With an increase of 20%, ethnic cultural and gender studies showed a greater percentage of growth, but a smaller growth in actual numbers. In the 1998 report the three majors showing the greatest growth were liberal arts, biological and life sciences and health professions and related sciences. All of these majors showed a decrease in the number of graduates over the period 2003 through 2006.

Figure 24 shows the same information at the master's level. Even though the numbers are relatively small, master's degree programs are an important indicator of technical and professional occupational growth in general.

Figure 24



**SOURCE:** USDE, National Center for Education Statistics

Even though at the Master's level health professions and related degrees continues to grow (this was the major that showed the greatest growth from 1990-1997), the other majors, education and business management and science, replace law and legal studies and conservation and natural resources from the 1998 report.

Meanwhile it should be noted that even though education, health professions and business had the greatest increase in numbers of degrees, the greatest percentage growth in majors with more than 10 graduates, was in parks, leisure and recreation (95%), family and consumer sciences (71%) and social sciences (58%). Conservation and natural resources, which showed major growth from 1990-1997, still shows steady growth (44%) over the four-year period.

Table 1 provides basic information on the top ten (in terms of number of degrees awarded in 2006) instructional programs for each degree level (associate, bachelor's and master's). By far the most popular degrees are in business management and sciences, at all but the associate degree level where it is second. At the associate degree level the health

professions is the most popular degree. This is evidence of the increased demand for nurses and other health professionals and the effort made by the institutions to increase the openings in this area. Social sciences is the second most popular degree at the bachelor's degree level while at the master's level education comes in second.

Table 1  
Number of Degrees Awarded by Instructional Program, 2003–2006

Associate Degrees by Instructional Program				
Program	2003	2004	2005	2006
Health Professions	558	655	821	722
Business Mgmt & Sciences	807	765	799	651
Security & Protective Services	338	297	328	326
Liberal Arts & Sciences	378	273	307	287
Personal & Culinary Services	311	203	174	224
Visual & Performing Arts	98	163	198	202
Computer/Information Services	223	218	149	132
Education	50	52	68	110
Engineering Technology	144	123	128	105
Mechanic & Repair Technology	83	94	89	102

Bachelor's Degrees by Instructional Program				
Program	2003	2004	2005	2006
Business Mgmt & Sciences	1745	1763	1826	1782
Social Sciences	876	868	891	959
Psychology	539	583	629	597
Education	473	376	451	439
English Language & Literature	386	449	442	426
Visual & Performing Arts	415	424	479	424
Health Professions	381	334	334	362
Communication & Journalism	414	414	374	337
Parks, Recreation & Leisure	178	270	293	320
Biological & Biomedical Sciences	323	321	274	302

Master's Degrees by Instructional Program				
Program	2003	2004	2005	2006
Business Mgmt & Sciences	921	1058	978	1062
Education	469	775	788	828
Health Professions	152	177	283	344
Social Science	57	88	58	135
Natural Resources/Conservation	60	97	78	108
Public Administration	45	76	53	90
Engineering	80	81	97	85
Computer/Information Sciences	116	119	78	68
Psychology	65	81	78	66
English Language & Literature	52	45	56	56

**SOURCE:** USDE, National Center for Education Statistics

## VIII. EDUCATION/EMPLOYMENT TRENDS

A higher education degree will, over time, payoff with higher incomes. As a state we are well positioned to ensure that the income benefits accrue to our citizens since New Hampshire has a diverse higher education system composed of the following degree-granting institutions:

- \* Four public 4-year+
- \* Fourteen private non-profit 4-year+
- \* One private for-profit 4-year
- \* Seven public 2-year
- \* Two private non-profit 2-year
- \* One private for-profit 2-year

In July 2006, the New Hampshire Department of Employment Security's (NHES) Economic and Labor Market Information Bureau (ELMI) published *New Hampshire Employment Projections by Industry and Occupation* from 2004 through 2014. Highlights of this report are:

- \* All employment growth will be in the service area, the dominant economic area
- \* Losses are expected to continue in manufacturing
- \* More than one of every five new jobs in New Hampshire is projected to be in the health care and social assistance sector—the fastest growing sector
- \* Educational services will gain jobs as sector grows by 22.7%

Nationally, the US Bureau of Labor Statistics also predicts health care to be the dominant force in the economy and workforce employment.

The report concludes that ambulatory health care services are by far the fastest growing industry and are projected to add 11,400 new jobs, a 44.7% growth rate, by 2014. This sector includes doctors' and dentists' offices and other health care professionals, home health care and out-patient care centers. Education, elementary and secondary, is next with a projected 9,549 new jobs.

ELMI projects an increase of 113,000 new jobs by 2014 when compared to the base year of 2004. Table 2 shows the top five professions by annual openings by education/training level for the period 2004-2014 as projected by ELMI

Table 2

<b>Education/Training Level</b>	<b>Occupational Title</b>	<b>Annual Openings</b>
Postsecondary Vocational Training	Automotive Technicians & Mechanics	212
	Hairdressers/stylists	170
	Medical Secretaries	120
	Nursing Aides, Orderlies	311
	Preschool Teachers	118
Associate Degree	Computer Support Specialist	76
	Dental Hygienist	73
	Medical Records & Health Information Tech	46
	Paralegal & Legal Assistant	41
	Registered Nurses	672
Bachelor's Degree	Business Operations Specialist	375
	Computer Software Engineering, Applications	224
	Computer Software Engineering, Sys Software	119
	Elementary Teachers, ex SPED	337
	Secondary Teachers, ex SPED/Voc Ed	221
Bachelor's Degree or Higher plus Work Experience	Chief Executives	187
	Computer/Information Systems Managers	72
	Financial Managers	101
	General & Operations Managers	238
	Management Analysts	69
Master's Degree	Educational, Vocational, & School Counselors	45
	Mental Health Counselors	35
	Occupational Therapists	31
	Physical Therapists	47
	Rehabilitation Counselors	62
Doctoral Degree	Biological Science Teachers, Postsecondary	11
	Clinical, Counseling & School Psychologists	41
	Computer/Information Scientists, Research	11
	Nursing Instructors & Teachers, Postsecondary	12
	Postsecondary Teachers, all other	81
First Professional Degree	Dentists, General	18
	Family/General Practitioners	25
	Lawyers	64
	Pharmacists	49
	Physicians/Surgeons, all others	71

An analysis of completions compared to projected job openings was done to determine whether we have a sufficient supply of qualified applications for upcoming jobs. We

found eight jobs at the associate, bachelor's and master's level where there were insufficient graduates in 2006 to meet the projected annual openings. These jobs are:

- \* Associate degree – dental hygienist (net deficit, 31)
- \* Associate degree – registered nurse (net deficit, 283, if BSN degrees are included, the net deficit is 133)
- \* Bachelor's degree – computer software engineer, applications (net deficit, 217)
- \* Bachelor's degree – computer software engineer, systems software (net deficit, 93)
- \* Bachelor's degree – elementary teachers, except SPED (net deficit, 129)
- \* Master's degree – mental health counselors (net deficit, 3)
- \* Master's degree – physical therapist\* (net deficit, 24)
- \* Master's degree – rehabilitation counselor (net deficit, 62)

\*in New Hampshire this degree is granted at the doctoral level

Completions data do not identify specific training for several of the jobs shown in the table above, e.g., secondary teachers, business operations specialist, chief executive. For these job titles, the postsecondary major could be varied and overlap with other job areas. Therefore, we have not attempted to ascertain specific completion to opening net deficits for those job classifications.

Of interest is the fact that at the first professional degree level 150 degrees were awarded in law and 56 M.D. degrees were granted. The Massachusetts College of Pharmacy & Health Sciences has approval to grant a doctor of pharmacy degree, however, we are unable to break out the New Hampshire graduates from 295 doctoral degrees given by the institution at all of its campuses. Further, it should be noted that New Hampshire does not have a program that leads to a dental degree at the first professional level.

## **IX. CONCLUSIONS, QUESTIONS AND RECOMMENDATIONS FOR CONSIDERATION**

This report attempts to examine available data specific to New Hampshire and to highlight some of the significant comparisons between the Granite State and the nation. One of our primary purposes in creating this report was to update the baseline data from the 1997 and 1998 reports and to begin to report on trends over the decade.

Within the context of these findings, it is clear that policy makers, residents, parents, students, and businesses have a number of important issues to confront relative to postsecondary educational opportunities in New Hampshire. Some of the most significant issues currently facing all of us are:

- Ten years ago our first conclusion was, “With the college-bound population in New Hampshire likely to grow over 32% in the next few years, there will likely be a severe shortage of institutional resources to meet this demand.” This has not happened, even though the college-bound population increased by over 39%. Is this ability to accommodate the increased student population due to the increased flexibility in the manner in which instruction is disseminated, e.g., on-line courses, greater selectivity on the part of the institutions, or the expansion of satellite/branch campuses?
- With the projected decline of high school graduates after 2012, the pipeline for an educated workforce is contracting. It will be imperative to maximize the potential of all our students from preschool through college.
- Students are increasingly relying on loans--federal, state, institutional, and private--to finance their education. With an average debt load of \$24,800, the repayment burden limits employment choices.
- Without outside financial support, the tuition and fees at New Hampshire’s public institutions would present a barrier to access for our students. Increased grant assistance and/or state support of our institutions is required to stabilize the impact on students.

The complete 2008 *Status of Higher Education in New Hampshire* and the *Summary Report* may be found on the Commission’s web site: [www.beyondhighschool.nh.gov](http://www.beyondhighschool.nh.gov)

## APPENDIX A: SELECTED EDUCATION STATISTICS— NEW HAMPSHIRE TO UNITED STATES COMPARISONS

SELECTED EDUCATION STATISTICS		
	NEW HAMPSHIRE	UNITED STATES
Percent of adults in 2005 with a Bachelor's Degree <sup>1</sup>	31.8%	27.2%
Percent of adults in 2005 with a High School Diploma <sup>2</sup>	89.9%	84.1%
Per Capita Income, 2005 <sup>3</sup>	\$37,768	\$34,471
Poverty Rate, 2005 <sup>4</sup>	5.5%	12.70%
High School Dropout Rate, 2005 <sup>5</sup>	7%	8%
High School Graduation Rate, 2004-05 <sup>6</sup>	78.1%	69.8%
2006 Average Tuition & Fees, Public 4-Year <sup>7</sup>	\$7,731	\$5,836
2006 Average Tuition & Fees, Public 2-Year <sup>8</sup>	\$5,537	\$2,625
2006 Average Tuition & Fees, Private 4-Year <sup>9</sup>	\$20,405	\$22,218
State Appropriation per Student (2005-06) <sup>10</sup>	\$2.40	\$5.56
State Need-Based Aid per Student (2005-06) <sup>11</sup>	\$76.61	\$415.22
FTE Enrollment per 1,000 Population (2005-06) <sup>12</sup>	23	22
Revenues from State (2003-04) <sup>13</sup>	4.3%	6.2%
Revenues from Tuition (2003-04) <sup>14</sup>	30.2%	15.8%

### SOURCES:

1. FEDSTATS
2. FEDSTATS
3. FEDSTATS
4. FEDSTATS
5. CHRONICLE OF HIGHER EDUCATION, 2006 ALMANAC
6. NH DEPARTMENT OF EDUCATION
7. NCES, IPEDS FALL 2005 SURVEY
8. NCES, IPEDS FALL 2005 SURVEY
9. NCES, IPEDS FALL 2005 SURVEY
10. Center for Study of Education Policy, Illinois State University
11. NASSGAP 2005-2006 SURVEY
12. NASSGAP 2005-2006 SURVEY
13. NCES, DIGEST OF EDUCATION STATISTICS 2006
14. NCES, DIGEST OF EDUCATION STATISTICS 2006

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## **APPENDIX B: LISTING OF NEW HAMPSHIRE HIGHER EDUCATION INSTITUTIONS BY SECTOR**

### **PUBLIC 4 YEAR +**

Granite State College, Concord  
Keene State College, Keene  
Plymouth State University, Plymouth  
University of New Hampshire, Manchester and Durham

### **PRIVATE NON-PROFIT 4 YEAR +**

Antioch University New England, Keene  
Chester College of New England, Chester  
Colby-Sawyer College, New London  
Daniel Webster College, Nashua  
Dartmouth College, Hanover  
Franklin Pierce Law Center, Concord  
Franklin Pierce University, Rindge  
Magdalen College, Warner  
New England College, Henniker  
New Hampshire Institute of Art, Manchester  
Rivier College, Nashua  
Saint Anselm College, Manchester  
Southern New Hampshire University, Manchester  
The Thomas More College of Liberal Arts, Merrimack

### **PRIVATE FOR-PROFIT 4 YEAR**

Hesser College, Manchester

### **PUBLIC 2 YEAR**

Great Bay Community College, Stratham and Portsmouth  
Lakes Region Community College, Laconia  
Manchester Community College, Manchester  
Nashua Community College, Nashua  
NHTI, Concord's Community College, Concord  
River Valley Community College, Claremont  
White Mountains Community College, Berlin

### **PRIVATE NON-PROFIT 2 YEAR**

Lebanon College, Lebanon  
St. Joseph School of Nursing, Nashua

### **PRIVATE FOR-PROFIT 2 YEAR**

McIntosh College, Dover